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ABSTRACT

Guidelines for the Title 3 National Defense Education Act (NDEA) language programs in the State of Illinois are presented in this report. Recognition of the changing status of language programs and of declining enrollment in the high schools underscores the need to develop student-centered programs. Discussion of NDEA programs is directed toward three areas: (1) program objectives for fiscal year 1970-71, (2) realization of foreign language objectives, and (3) the future: statewide needs and objectives. (RL)

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
Michael J. Bakalis, Superintendent

TITLE III, NDEA
FOREIGN LANGUAGE NARRATIVE
1970-71

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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TITLE III, NATIONAL DEFENSE EDUCATION ACT

DOCTOR PAUL E. WOODS, DIRECTOR

Illinois is served by four Title III, NDEA, foreign language supervisors. The Office of the Superintendent of Public Instruction requests that you call upon them whenever you need assistance in any phase of your foreign language program. Their primary purpose is to aid classroom teachers in the development of a truly qualitative foreign language curriculum. While it may not be possible for supervisors to fulfill your visitation requests immediately, they will attempt to do so at the earliest possible time. Your understanding and patience will be appreciated.

The names, addresses, and phone numbers of foreign language supervisors are listed below for your convenience. If you are unable to reach the supervisor for your Region at his home, you may call the Title III, NDEA, Office in Springfield, (217) 525-2826. Supervisors will then be contacted in the field and requested to communicate with you.

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FOREIGN LANGUAGES

During the past fiscal year, (1970-71), Illinois was served by four foreign language supervisors. Present members of the Title III, NDEA, foreign language staff are Pat Castle (Regions II, III, and part of IV), Charles Jay (Regions V, VI, and part of IV), and Judith Ratas (Region I and part of IV). Ned Seelye was foreign language supervisor of Region I until June 1, 1971. At the present time the staff is without an assistant director, but one has been employed for the next academic year.

Title III, NDEA, foreign language supervisors in the Office of the Superintendent believe that 1970-71 has been a most critical year for the entire area of foreign language education. No longer is the study of foreign languages considered a critical area of academic study as it was immediately after Sputnik. Recent developments, especially the demand for curriculum reform at all levels of learning, have placed a new emphasis upon student centered programs. As a result, many colleges and universities have dropped foreign language entrance requirements and this, in turn, has adversely affected the enrollments in many high school classes.

Foreign language supervisors feel strongly that this problem of diminishing enrollments in foreign language classes will continue to exist until our high schools develop a convincing rationale for the study of foreign languages which stresses goals other than preparation for college admission. In short, during this past year members of our staff have tried to emphasize that the survival of foreign languages in the schools of Illinois will depend upon the teacher's ability to offer student centered programs built upon basic principles of motivation, pride, self-esteem, and enjoyment of the subject matter. Freed from the shackles of a program geared only to meet the needs of college admission, students will now have the freedom to actually learn to speak the language and understand the deep and common culture of the people.

I. The Program Objectives for Fiscal Year 1970-71

1. To assist schools in the selection and acquisition of good textbooks and visual materials as well as top quality classroom electronic and mechanical equipment.

2. To assist schools in program planning and curriculum revision.

3. To disseminate information about the entire area of foreign language education through the Illinois Foreign Language Newsletter, The Illinois Journal of Education, special Office publications, public speaking engagements, workshops, state conferences, and participation in state, regional and national professional organizations.

4. To provide inservice training workshops at convenient locations throughout the State.

5. To assist in the development of the bilingual education program in Illinois.

6. To achieve better articulation from one level of learning to another in all foreign language programs.

7. To develop new leadership among younger teachers by encouraging them to assume leadership roles not only in their own school systems, but also in state and regional professional organizations.

8. To assist other departments in the Office of the Superintendent of Public Instruction in the Recognition and Evaluation Program of Schools, and to participate on the visitation committees of the North Central Association.

9. To strengthen the leadership role of foreign language supervisors of Title III, NDEA, by accepting appointed and elected positions in state, regional, and national foreign language organizations.

II. The Realization of Foreign Language Objectives: A Discussion

1. During the past year foreign language supervisors made approximately 275 school visitations in which schools were strongly encouraged to acquire textbooks and materials, not only for sequential audio-lingual instruction, but also to obtain those materials which would provide the basis for developing good individualized learning, independent study, the teaching of culture, and the development of multi-purpose programs in foreign languages. In short, foreign language supervisors emphasized the important of student-centered programs which establish goals and priorities for the achievement of student behavioral objectives. As a result of this emphasis by the supervisors, many school districts are now in the process of rewriting their curriculum in terms of performance objectives.

   The Title III, NDEA, staff approved 124 foreign language project applications which totaled $312,729.48. Supervisors were pleased that the materials and equipment which the school requested on their applications related directly to the improvement of their entire foreign language program. The reimbursement rate for the Title III, NDEA, program in Illinois was ten to twenty-five percent for each school district. During the past fiscal year this office sponsored no special projects in foreign languages.

2. Upon request, foreign language supervisors encouraged teachers throughout the State to improve their curriculum by changes in goals and methodology. Supervisors conducted inservice training, both on an individual and a group basis, to aid in the improvement of specific programs.

Each supervisor participated in 10-15 State recognition team visits, and wrote comprehensive reports for revising and improving each program. Whereas it is difficult to measure the improvement in a foreign language program as the result of a single visit, the improvement is apparent when one views the program as an on-going sequential process.

3. The Illinois Foreign Language Newsletter was published five times during the last fiscal year. Mr. Charles Jay edited this publication and wrote most of the articles for each issue. A serious attempt was made during the past year to elicit teacher and student contributions to the newsletter, but this attempt met with little success. Besides including important announcements about the Title III, NDEA, program the newsletter also announces workshops, provides information on available materials, and informs teachers of new trends in foreign language education.

French Language Education: The Teaching of Culture in the Classroom, edited by Charles Jay and Pat Castle, was received with unprecedented enthusiasm by French teachers in Illinois. This publication has been adopted for use in State sponsored workshops in Pennsylvania, Ohio, and Texas. Because it was included in the Bibliography of Foreign Language Annals (official publication of the American Council for the Teaching of Foreign Languages), numerous requests for issues have been received from teachers, libraries, and guidance counselors throughout the United States and many foreign countries.

Perspectives for Teachers of Latin American Culture, edited by Mr. H. Ned Seelye, was also published during this past fiscal year by this office. Mr. Seelye has become a national authority on social anthropology and the study of foreign languages. He has made considerable impact in Illinois with his emphasis upon the teaching of "low-C" culture in the foreign language classroom. Demand for this publication has also been heavy.

Foreign Language supervisors attended the annual national conventions of the Modern Language Association and ACTFL, in addition to attending many State and regional meetings.

This office was honored during the past year by the election of Mrs. Pat Castle as Secretary-Treasurer of The National Council of State Supervisors of Foreign Languages (NCSSFL) at this organization's annual meeting in Los Angeles. Las April Mrs. Castle was elected the 1972 Chairman of the Central States Conference on the Teaching of Foreign Languages. One of her important duties in this position has been the planning of the entire program for the 1972 meeting of this group which Illinois will host in Chicago.

4. Twenty-five foreign language workshops were offered at strategic locations throughout the State on Methodology, Spanish and French Proficiency, Modular Scheduling, The Teaching of Culture, The Teaching of English as a Second Language, and "How to Write Performance Objectives". This inservice training program played an important role in the improvement of foreign language classroom instruction in Illinois, since approximately 1,000 teachers attended one or more of these State sponsored workshops.

   Foreign language workshops were offered only when requested and justified by superintendents of educational service regions. All workshops were planned and guided by the staff of Title III, NDEA, but the directors were chosen largely from the staffs of colleges, universities, and public schools.

5. Great strides were made during this past year in the area of bilingual education. Mr. Ned Seelye, the coordinator of the bilingual programs in this office, acted as a consultant on bilingual educational problems in the Chicago area and served as an educational auditor of six bilingual centers for the United States Office of Education. He also audited six other bilingual centers newly established this year in the Chicago Public Schools. Because of the importance of bilingual education in Illinois, the legislature this year created a Department of Bilingual Education administered by the Office of the Superintendent of Public Instruction, and Mr. Seelye was appointed the director of this program.

6. The question of sound articulation from one level of learning to another has been a perennial problem in Illinois foreign language education. The appearance of structured audio-lingual materials by the leading publishers are formulated on the basis of "levels" of learning, rather than calendar years of learning. Foreign language supervisors continued this year to emphasize the basic concepts of the "levels" approach and sought to facilitate good articulation between elementary, junior high, secondary, and college levels of foreign language learning. Members of the staff now feel that much progress has been made in this vital area. This office sponsored the Bloomington Conference in April of 1968 as the first concentrated attempt by the foreign language profession in Illinois to solve the problems of articulation. In the retrospect of three years much progress has been made. Guidelines for Three Levels of Competence in French, Spanish, and German, produced as a result of the Bloomington Conference, have been reprinted twice during this past year because of the continuing numerous requests, not only from schools and universities in Illinois, but from many other states and foreign countries. In addition, two other guidelines - one for Latin and one for Russian - were edited and produced by our office last fall to assist in minimizing the articulation problems of these languages.

7. If the foreign language profession is to become a truly dynamic profession it must assert a new leadership role in Illinois education. This is necessary if we are to overcome the apathy and frustration which have characterized much of foreign language education in the past. To encourage a new image of assertive and innovative leadership, all members of the profession must seek involvement with the real problems of foreign language education. Supervisors have encouraged teachers to support the activities of the Illinois Foreign Language Teachers Association and the various AAT's. Supervisors in this office have encouraged classroom teachers to join and support their professional organizations in the most meaningful way possible. In addition, teachers in Illinois have been encouraged to attend the annual meetings of the Central States Conference and the American Council for the Teaching of Foreign Languages, both of which are meeting next year in Chicago.

8. In addition to Title III, NDEA, school visitations, supervisors were also active in the Evaluation and Recognition Program of the Office of the Superintendent of Public Instruction. These evaluations of programs, usually conducted on a day-long basis, provide an excellent opportunity for members of this staff to offer valuable assistance to individual foreign language programs. During the past year each supervisor participated in ten to fifteen visitations each.

   By serving on the visitation committees of the North Central Association, supervisors were perhaps given their greatest opportunity for an indepth analysis of foreign language programs. Usually four days in length, the visitations gave members of this staff ample time to offer meaningful consultative services.

9. If Illinois foreign language teachers are to assume a greater leadership role in their profession, it is also important that foreign language supervisors in the Office of the Superintendent of Public Instruction also play legitimate leadership roles. Foreign language supervisors are consciously endeavoring to make Illinois teachers aware of the recent developments in foreign language education in other parts of the country and to realize that their fate is closely allied with that of the rest of the nation.

   Mrs. Castle was elected by the Advisory Council and Board of Directors of the Central States Conference to be the General Chairman of the Conference for 1972. In Los Angeles, last November, she was elected Secretary-Treasurer of the National Council of State Supervisors of Foreign Languages, and at the March Board Meeting of the Illinois Foreign Language Teachers Association in Chicago, she was reappointed to the Board of Directors.

   During the past year Mr. Seelye had the honor of being a consultant in New York for ACTFL, MLA, and ERIC. He has again been asked

to direct a national symposium of the Teaching of Culture at the Chicago meeting of ACTFL next November. He has been reappointed head of the culture section of the annual ACTFL Bibliography published by the Modern Language Association. In this position he will have ten bibliographers working under his supervision.

Mr. Jay produced two television programs this fall for Channel 20, a local station in Springfield, Illinois. On the first program he interviewed foreign students who were attending high schools in Sangamon County, on the second program he interviewed college students and discussed the problems of learning a foreign language and culture. Mr. Jay is currently writing a Handbook for Foreign Students which will be published by Southern Illinois University Press.

III. The Future: Statewide Needs and Objectives

1. The Acceptance of New Trends and Innovations by All Classroom Teachers. Classroom teachers must be able to understand, write, and use student behavioral objectives in their foreign language classes. Classrooms in the coming year will belong to students and their learning needs as never before. No longer can we continue to tolerate classrooms which are teacher centered, teacher manipulated, and teacher dominated, at the expense of the learning needs of individual students. Teachers must do more than give lip service to innovative concepts. Individualized instruction and independent study must become the a part of every teacher's own classroom. To help achieve this objective the foreign language supervisors in Title III, NDEA, are planning workshops and inservice training programs designed to teach teachers how to write valid performance objectives, how to individualize their instruction, and how to use modular scheduling for independent study.

   Whatever the innovations in the classroom may be, accountability will be the key word of the future. Teachers must remember that they alone will be responsible for what students learn. Teachers must produce. They must be "accountable" for their performance in the classroom. Accountability includes the creation of a proper medium for learning as well as the elimination of teacher-made obstacles which make this goal impossible.

2. The Bilingual Education Need. One of the great needs in this State for the coming year will be the continued development and growth of The Bilingual Education Program. Since Mr. Seelye has now become the director of the program, the foreign language supervisors will work cooperatively with him in every way possible under the Title III, program to provide the needed leadership, materials, and inservice training programs to assist him in this vital area of foreign language education.

3. The Acquisition of Adequate Electronic Equipment and Audiovisual Materials. Even though most large secondary schools now have a language laboratory or electronic classrooms, many small and medium sized schools , as well as must junior high schools, still do not have any electronic equipment for the use of foreign language students and teachers. Many schools still do not have enough good audiovisual materials to provide the best learning opportunities possible for their students. Therefore, it will be an objective of all foreign language supervisors to continue to encourage teachers and administrators to acquire top quality electronic equipment and audiovisual aids. The overhead type of electronic classroom is highly recommended, but it is imperative that every foreign language teacher use one or more good tape recorders and an overhead projector with a large variety of good visuals.

4. The Acquisition of New or Revised Textbooks. A critical evaluation of all foreign language texts should be made by every school system and those texts which do not meet present day learning objectives should be discarded in favor of those materials which would motivate student interest.

5. The Acquisition of Realia for Motivation. All foreign language teachers should have maps, pictures, posters, art objects, books and magazines, and assorted realia which will make the study of the language more appealing to all students.

6. The Encouragement of Good Foreign Language Program in Elementary Schools. Because of the financial crisis in many schools very few new elementary school programs were initiated this past year, and some good programs were dropped. This is unfortunate because studying a foreign language in a well articulated sequential program in the elementary school remains one of the best ways to learn to speak another language. Supervisors will continue to inform teachers in these elementary programs of the new materials and methods now being used successfully, and will urge administrators of good high school foreign language programs to encourage the development of elementary school programs whenever possible.

7. Increased Attendance at Workshops and Professional Meetings. Supervisors will urge all foreign language teachers in Illinois to attend State sponsored workshops, participate in professional meetings, lend their support to state, regional, and national meetings, and take an active part in at least one foreign language organization. Many Illinois teachers will be invited to speak at the Central States Conference on The Teaching of Foreign Languages.

8. Increased Reading of Professional Literature and Magazines. Supervisors will continue to urge classroom teachers to keep informed about new developments and materials in foreign language education by regularly reading professional publications and articles (highly recommended is Foreign Language Annals). The official publication of The American Council on the Teaching of Foreign Languages.(ACTFL).